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ABSTRACT

The bilingual education program in a given community should be based on a sociolinguistic assessment of that community, and community members should be involved in assessing the surrounding bilingual reality and in deciding whether they wish to mirror that reality in the biliteracy program. This paper presents alternatives for bilingual programs based on the nature and objectives of the community. The program models presented illustrate the relative use of the native language or dialect and the second language or dialect in areas of concept development, prereading skills, written and oral language development, and reading instruction. (VM)

ED 060754

DEVELOPMENT OF PRE-READING SKILLS IN A SECOND LANGUAGE OR DIALECT

A Paper Presented at the Conference on Child Language
Conrad Hilton Hotel, Chicago
November 22-24, 1971

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By
Serafina Krear, Ph.D.
Sacramento State College
1971

FL 003 034

ABSTRACT

"Development of Pre-Reading Skills in a Second Language or Dialect"

A socio-linguistic perspective for teaching reading in bilingual programs begins with an assesment of the bilingual reality of the school community and the community wishes for attempting to maintain or change that reality through the bilingual program.

Decisions to introduce reading in the prestige dialect of a non English tongue, the local dialect either of the English or non English tongue, or of standard English affect the pre-reading program as well as the oral second language or dialect programs. Models will be presented for delayed reading and dialect reading programs based on socio-linguistic description of the community and assesment of community wishes. Implications from the literature on the teaching of reading in non-English tongues will be discussed. There is a trend toward emphasis on the development of the receptive bond of the language for second language learners which must be analyzed with respect to pre-reading skills.

Development of Pre-Reading Skills in a Second Language or Dialect

Federally funded bilingual programs are rapidly multiplying across the nation as funds, expertise and community interest increase. To shift from an ethnocentric monolingual curriculum to a bicentric bilingual curriculum implies a great deal more than doubling staff and efforts. Decision models for bilingual programs are non-existent. Although Mackey (1969), Andersson and Boyer (1969), and Valencia (1969) have developed sophisticated descriptions of possible curriculum patterns, educators are still searching for clearly defined criteria for selecting a particular course of action. The most critical relationships needing clarification are in the areas of oral language, pre-reading skills and developmental reading.

It is the purpose of this paper to suggest that there should be a relationship between the sociolinguistic reality of the school community, the satisfaction or dissatisfaction of community members with that reality and decisions regarding the language or dialect for pre-reading and reading development. Decision models derived from a sociolinguistic perspective for biliteracy programs will be presented.

At the 1970 TESOL convention, Joshua Fishman's paper clearly presented the rationale for deriving bilingual programs from a sociolinguistic assessment of the community. His concept of using descriptions of communities in maintenance or language transfer patterns as a sound basis for curriculum development seems logical. This investigator's translation of Fishman's suggestion led to the development of a concept

currently being field tested in a Title VII project in Sacramento, California, "The Valley Intercultural Project."

It was hypothesized that non-English speakers living in a community of language shift would find it difficult to meet their needs whereas non-English speakers living in a language maintenance community could participate meaningfully within their respective communities without knowing English. It follows then that the bilingual reality in a community has a direct relationship to the urgency or lack of it for learning English to meet personal needs. That is to say, in a community of language transfer children need to learn English efficiently and immediately. A program designed to mirror the bilingual reality of such a community would give greater emphasis to English as a second language or dialect than to dialect or mother tongue development. On the other hand, in a language maintenance community where there is no urgency to learn English a greater emphasis can be given to dialect or mother tongue development. Pre-reading and reading skills, then, would be developed in English in a transfer community and in Language X or Dialect X in a maintenance community. The development of an oral language, pre-reading and reading program as just described is both simplistic in nature and arrogant in spirit for although it has a sociolinguistic base it is derived from the ivory tower.

A more sophisticated approach would consider the wishes of community members before making such curricular decisions. A grass-roots approach would involve community members not only in assessing the bilingual reality but also in deciding whether they wish to mirror that reality in

SOCIOLINGUISTIC DECISION MODEL

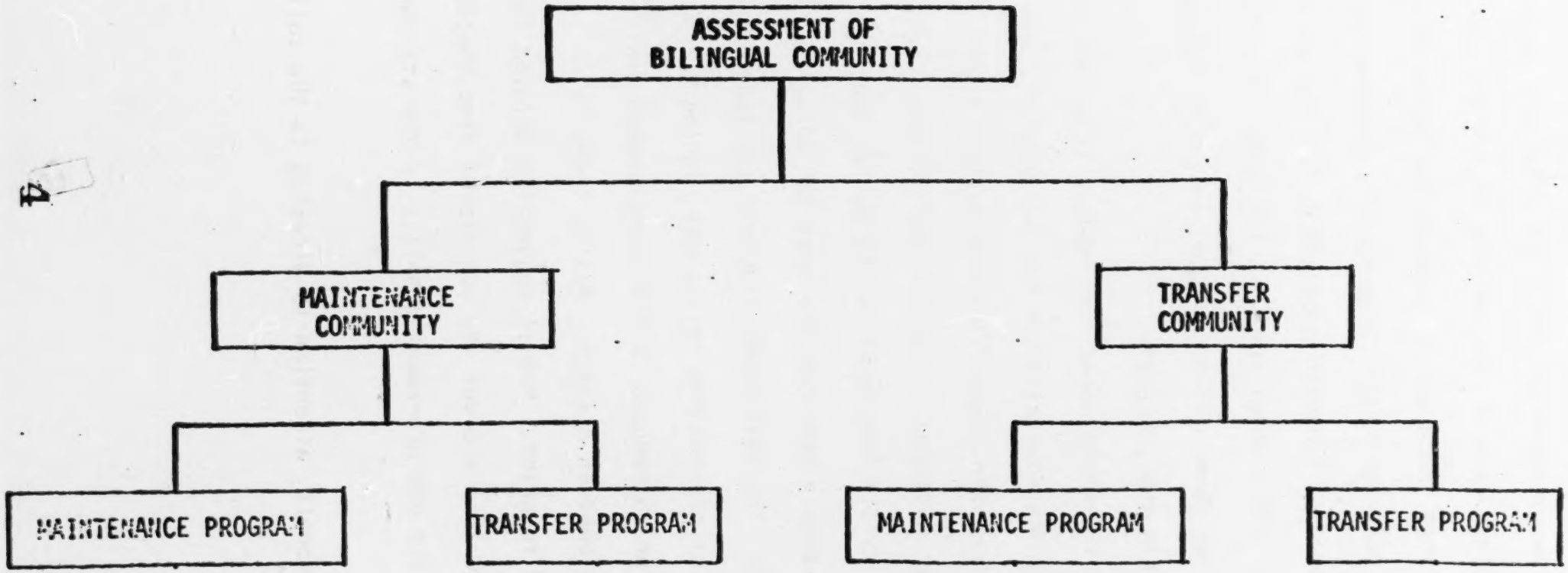


DIAGRAM I

the biliteracy program or not. The alternate decision would be based on dissatisfaction with the reality that there was an urgency to learn English or that there was no urgency and there should be. The Socio-linguistic Decision Model (Diagram I) indicates the alternate choices of maintenance or transfer programs either for maintenance or transfer communities. This model reflects the hypothesis that the bilingual curriculum may have a strong enough impact to change the bilingual reality within the community.

On the following pages four models (Diagrams II, III, IV, V) representing the four alternatives in Diagram I are presented. The models for transfer communities are delayed reading models; pre-reading skills being developed in English are extended into the middle of Grade I. Pre-reading skills developed in the native language for maintenance communities should preclude the need for delaying the introduction of the printed word. The last three diagrams are suggested models for the development of pre-reading skills and reading for dialect speakers. If print is to be introduced in the non-standard dialect, pre-reading skills must be developed in dialect. Again, there is no reason to delay the introduction to print. Models suggesting delayed reading for dialect speakers take into account the additional time needed to teach oral language skills and pre-reading skills in the standard dialect or new language.

In the models, attention is directed to the following premises:

1) A maintenance program results in equal time distribution; that is 50% of the school day will be spent in English and 50% in Language X or Dialect X.

2) A transfer program results in an increased emphasis in English; that is approximately 75% of the school day will be spent in English and the remainder in Language X or Dialect X.

3) None of the models presented here transfer totally to English; such programs are not being discredited by omission. By Title VII guidelines they are not fundable at the point where the transition to English is complete.

4) All models adhere to the principle that pre-reading skills must be developed in the same language or dialect selected for the introduction of reading.

5) Models show transition patterns over a four-year period.

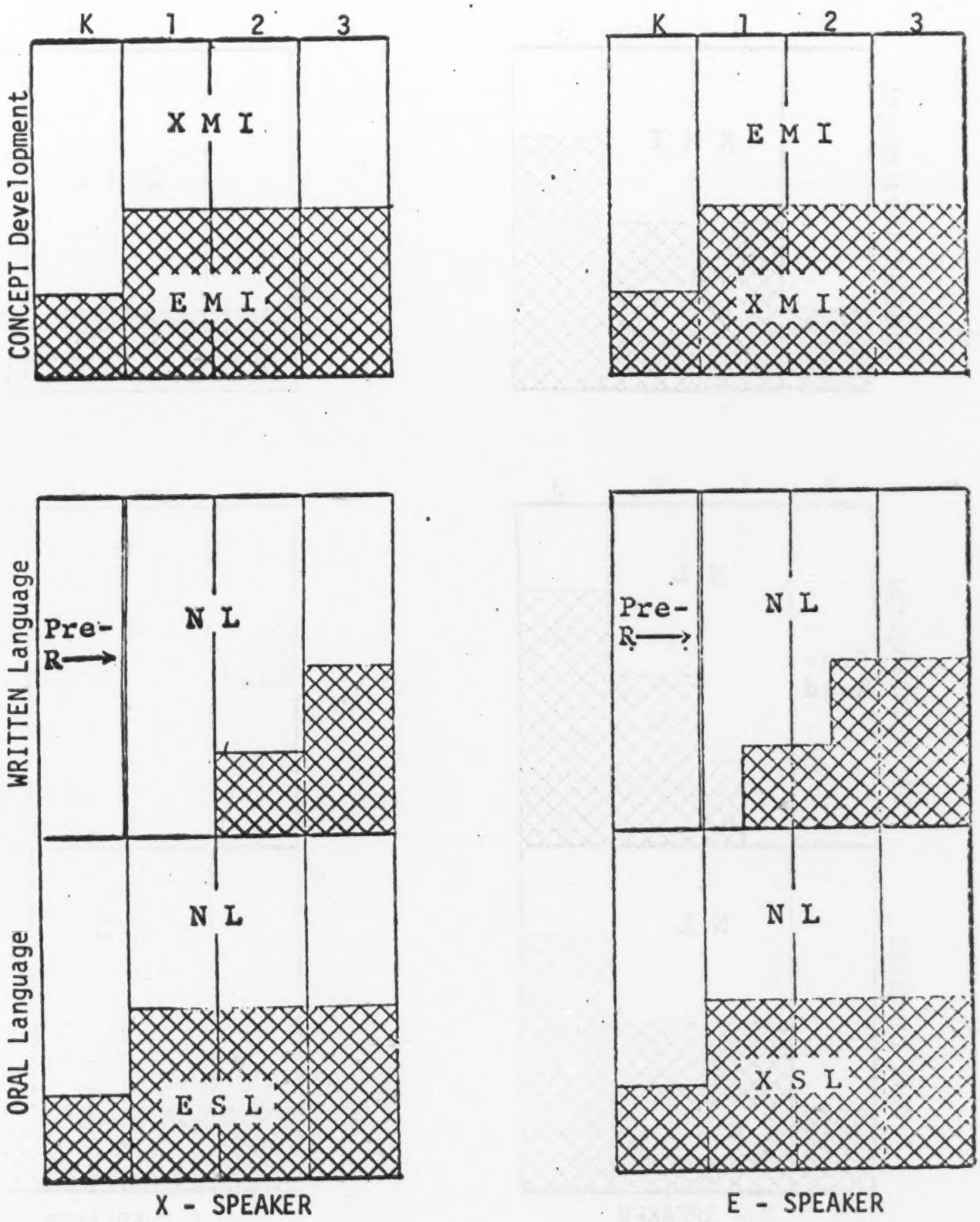
6) A basic principle underlying the models is that in a transfer community, the non-English speaker cannot meet his needs. The pressure to learn English in such a community must be reflected in the emphasis given to ESL.

7) All models adhere to the principle that during the first year of school, concepts must be presented in the student's native language or dialect. At least 75% of the time allotted for concept development is shown to be in the native language. The instructional model (Preview-Review - Diagram IX) presented later clarifies the relationship between second language principles and concept development that must be considered in order to comply with USOE Title VII Guidelines which specify that at least one academic area must be presented in the second language.

8) All models in which reading is introduced in the second language or dialect are delayed reading models; this is indicated with an arrow drawn into the middle of first grade with a continuation of pre-reading skills supported by heavy emphasis of oral second language development.

9) None of the models for English speakers show reading introduced in the second language. This possibility for experimental study is not discredited by omission; the models for X-speakers may be applied to English speakers to validate or invalidate the following hypotheses:

MAINTENANCE Program
MAINTENANCE Community



X - SPEAKER

E - SPEAKER

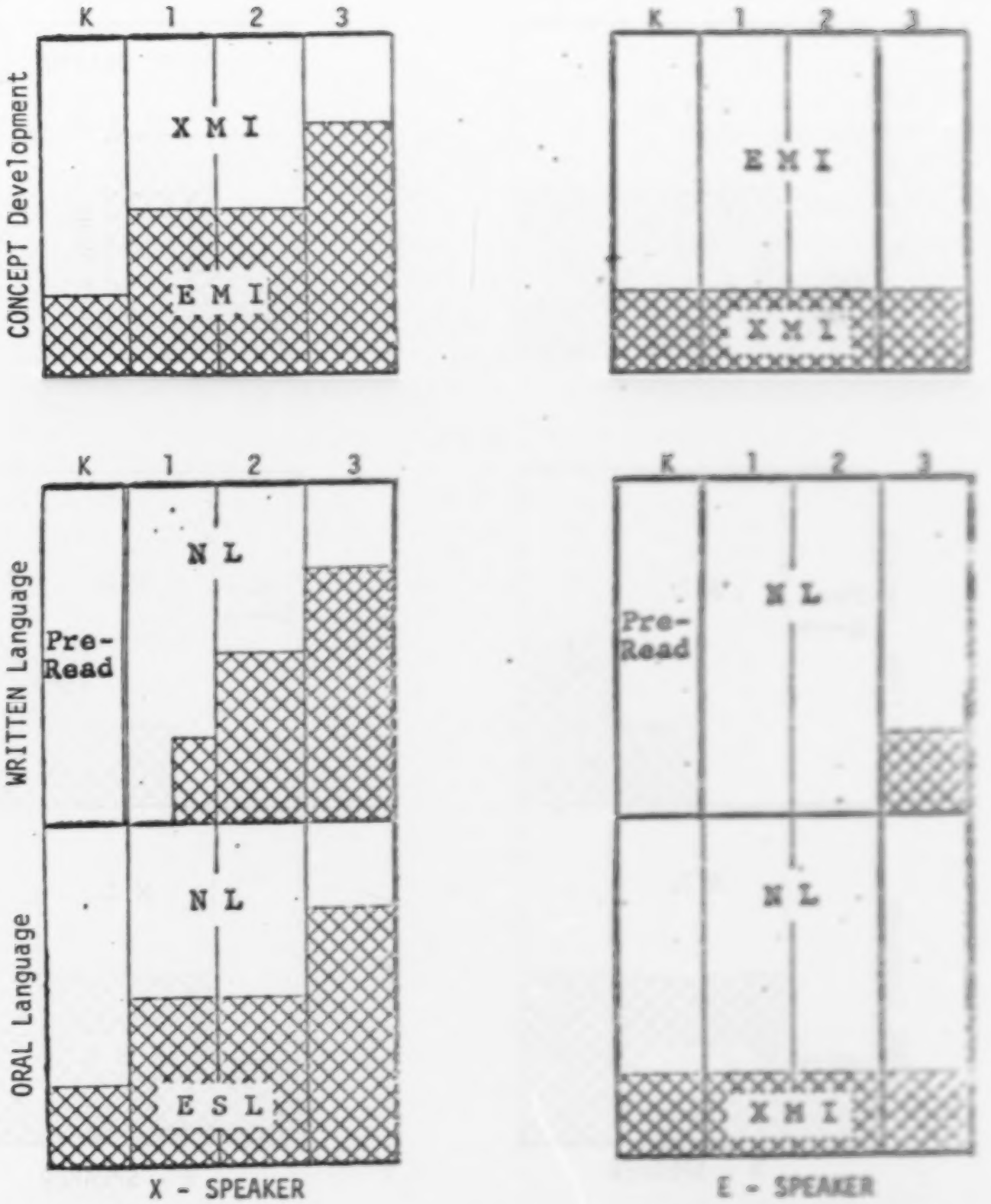
Native Language

Second Language

Pre-R Pre Reading Skills
ESL English as a Second Language
XSL X as a Second Language
EMI English as a Medium of Instruction
XMI Language X as a Medium of Instruction

DIAGRAM II

TRANSFER Program
MAINTENANCE Community



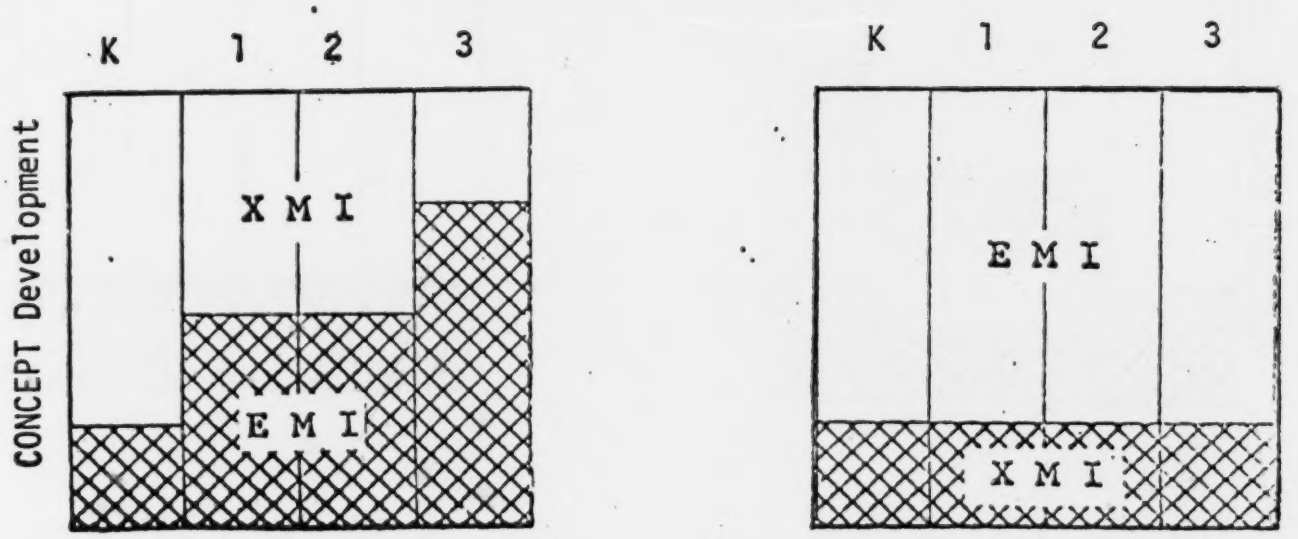
Native Language

Second Language

Pre-R Pre Reading Skills
ESL English as a Second Language
XSL X as a Second Language
EMI English as a Medium of Instruction
XMI Language X as a Medium of Instruction

DIAGRAM III

MAINTENANCE Program
TRANSFER Community

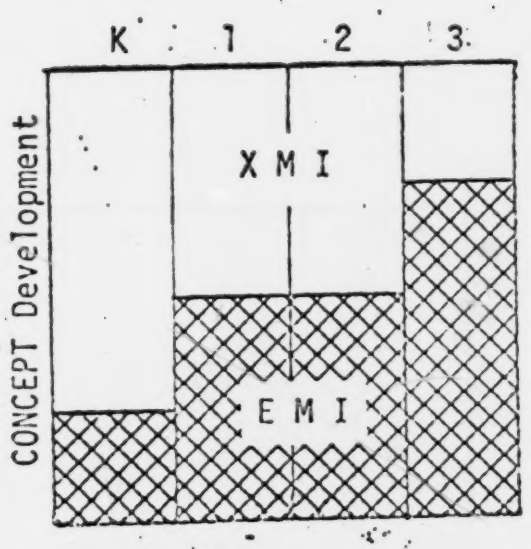


Native Language

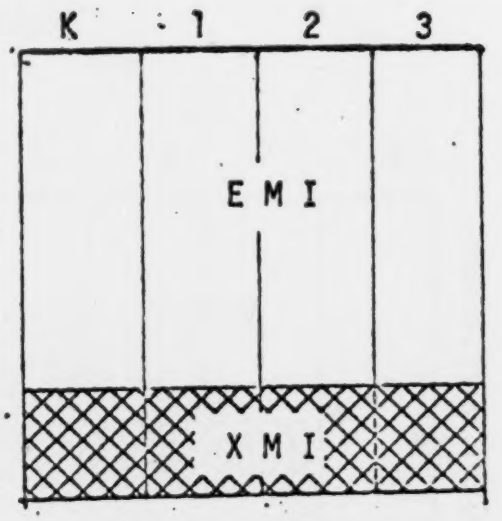
Second Language

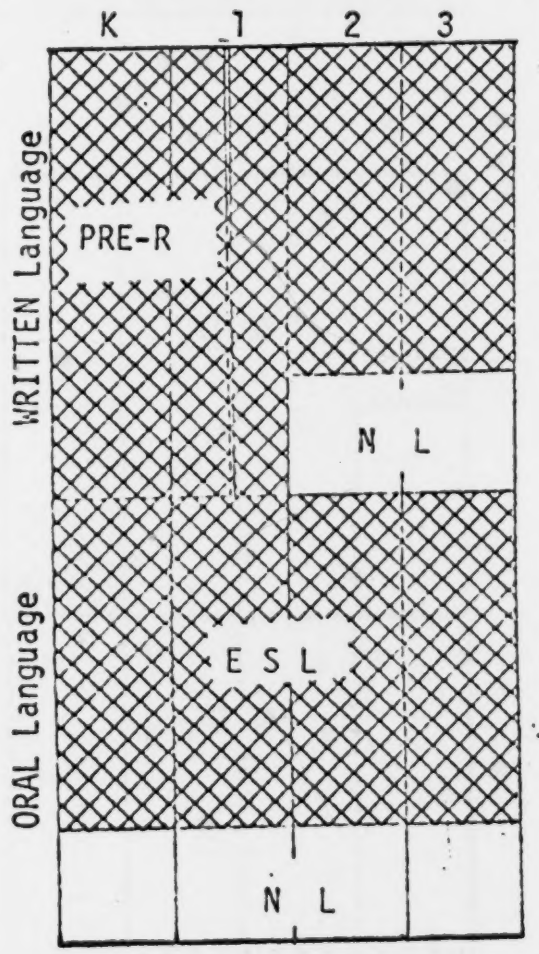
Pre-R	Pre Reading Skills
ESL	English as a Second Language
XSL	X as a Second Language
EMI	English as a Medium of Instruction
XMI	Language X as a Medium of Instruction

DIAGRAM IV

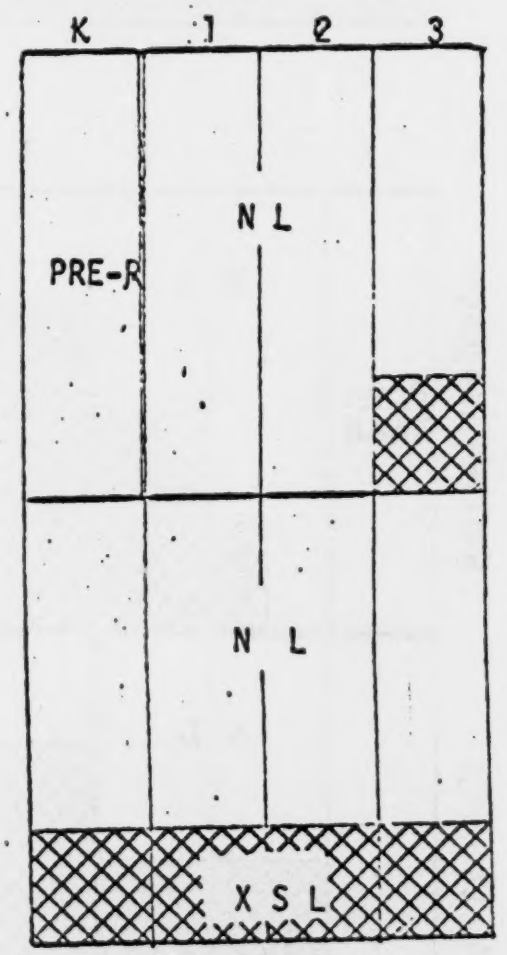


X - SPEAKER
DELAYED READING





E - SPEAKER



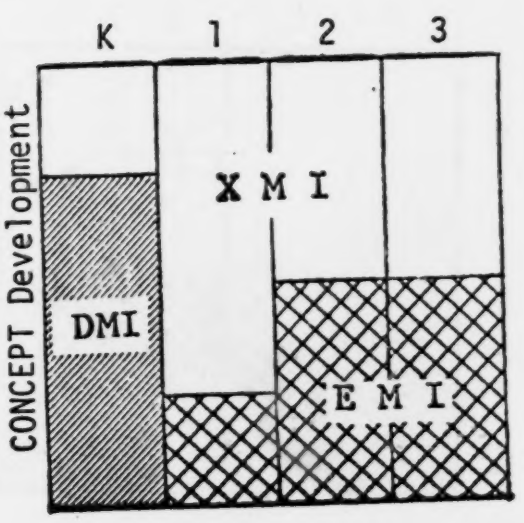
Native Language

Second Language

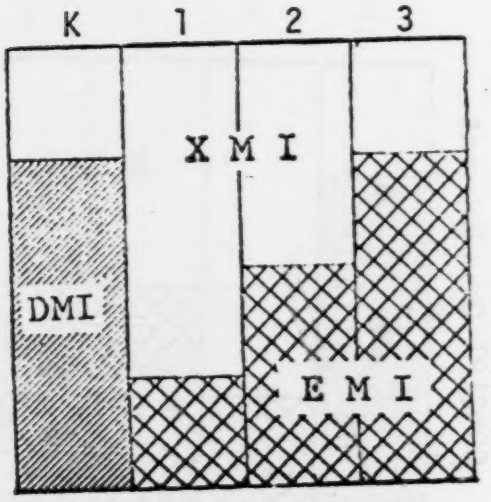
Pre-R Pre Reading Skills
ESL English as a Second Language
XSL X as a Second Language
EMI English as a Medium of Instruction
XMI Language X as a Medium of Instruction

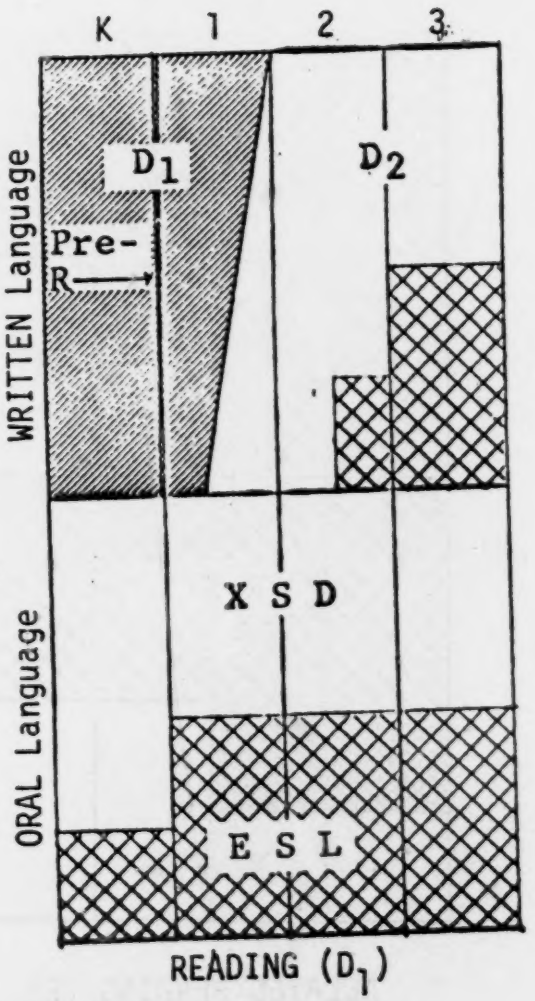
DIAGRAM V

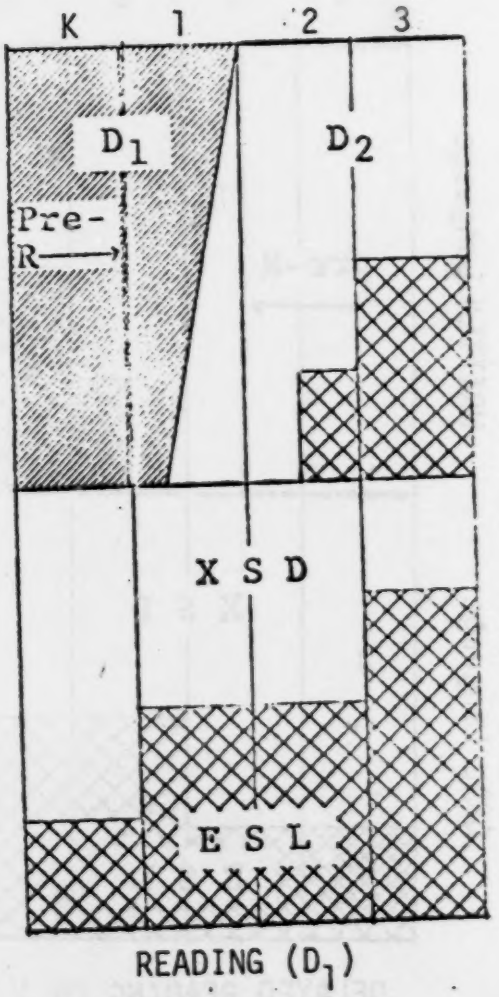
MAINTENANCE Program
MAINTENANCE Community



TRANSFER Program
MAINTENANCE Community







Non-Standard X (Dialect$_1$)

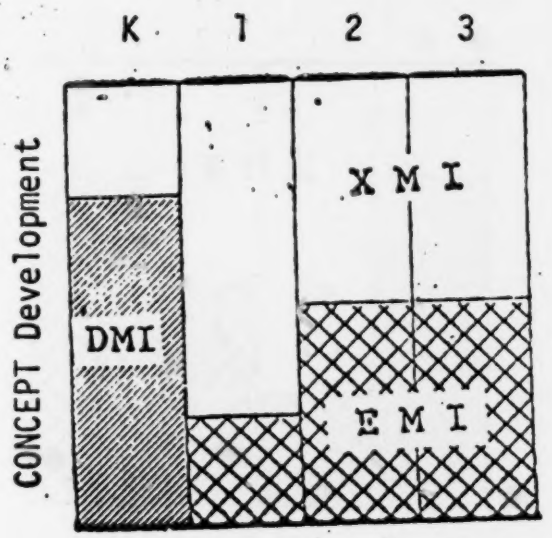
Standard X (Dialect$_2$)

Standard English

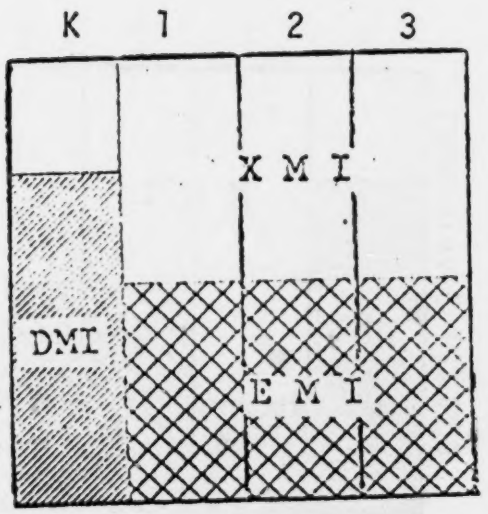
ESL English as a Second Language
XSD X as a Second Dialect
D_1MI Dialect as a Medium of Instruction
XMI X as a Medium of Instruction
EMI English as a Medium of Instruction

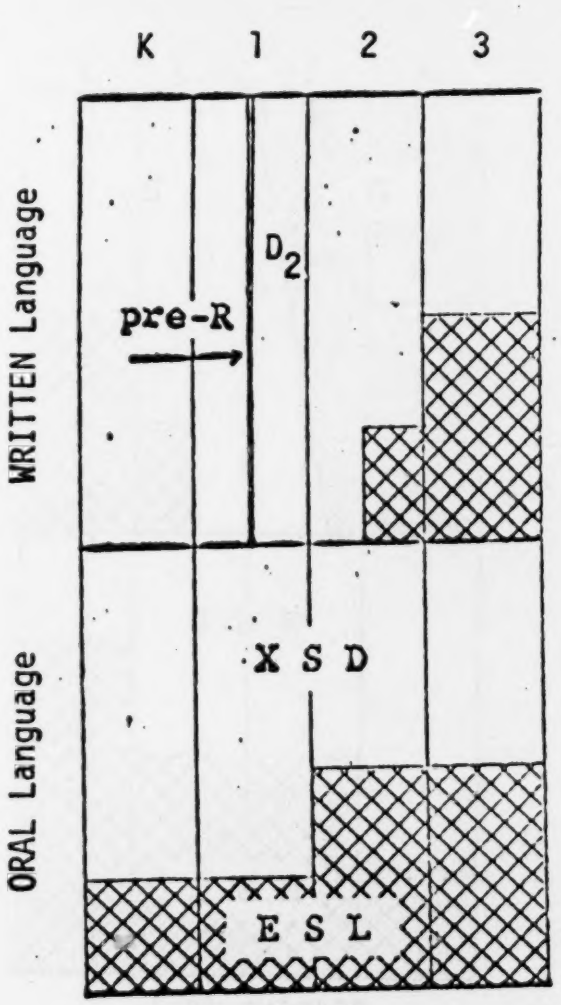
DIAGRAM VI

MAINTENANCE Program
MAINTENANCE Community

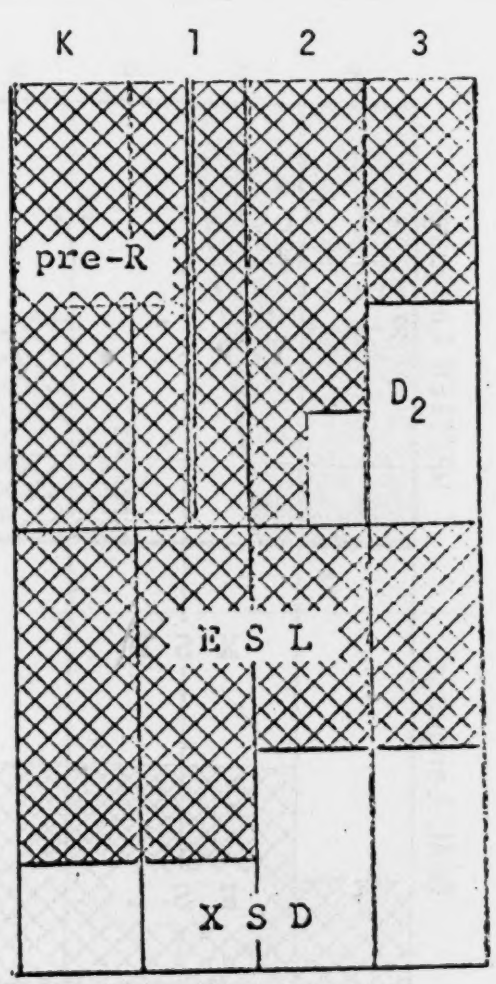


MAINTENANCE Program
TRANSFER Community





DELAYED READING (D_2)



DELAYED READING (E)

Non-Standard X (Dialect$_1$)

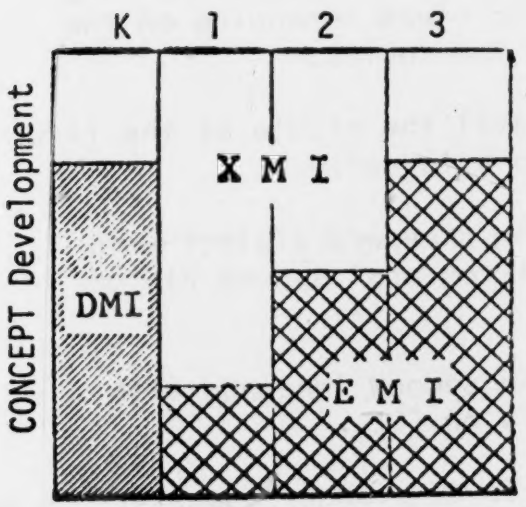
Standard X (Dialect$_2$)

Standard English

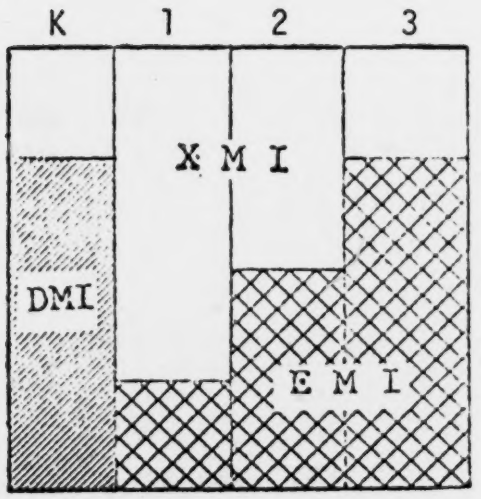
ESL English as a Second Language
XSD X as a Second Dialect
D_1MI Dialect as a Medium of Instruction
XMI X as a Medium of Instruction
EMI English as a Medium of Instruction

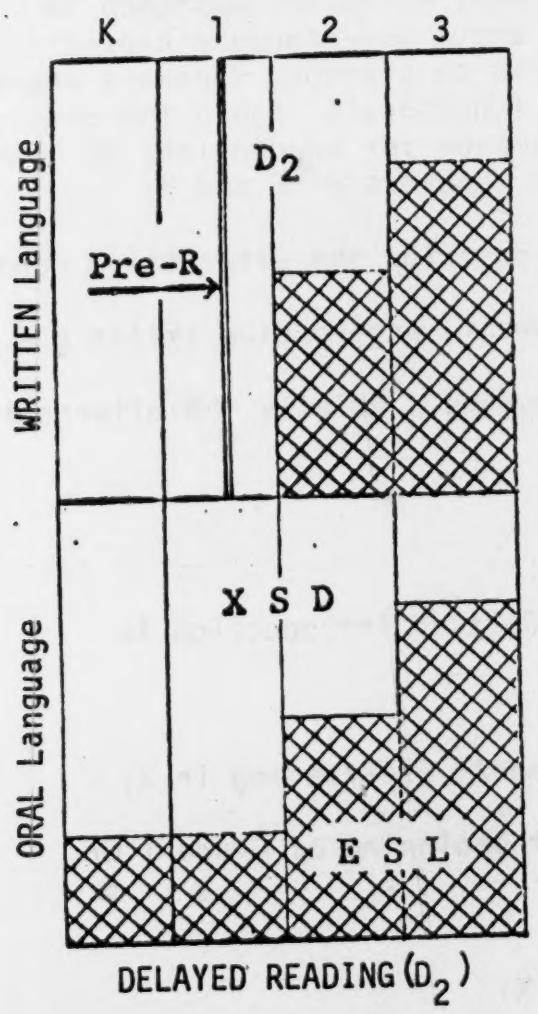
DIAGRAM VII

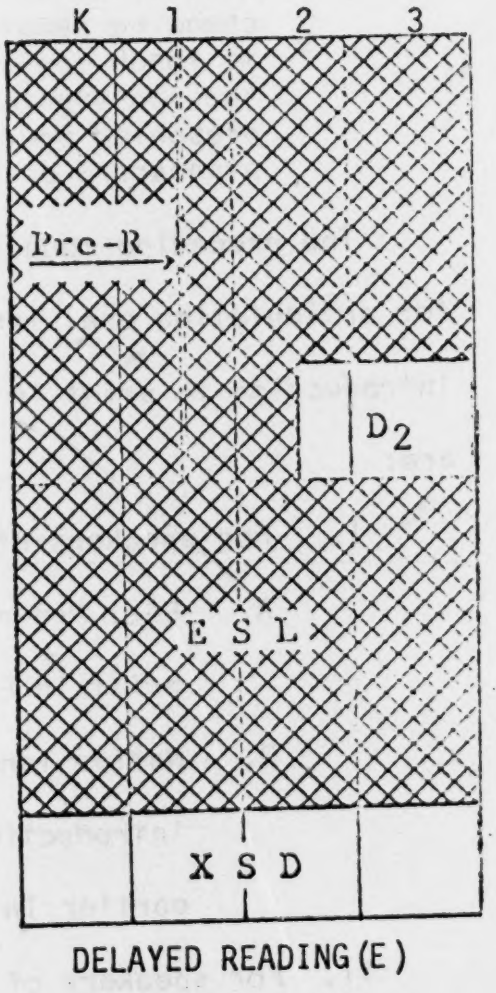
TRANSFER Program
MAINTENANCE Community



TRANSFER Program
TRANSFER Community







Non-Standard X (Dialect$_1$)

Standard X (Dialect$_2$)

Standard English

ESL English as a Second Language
XSD X as a Second Dialect
D_1MI Dialect as a Medium of Instruction
XMI X as a Medium of Instruction
EMI English as a Medium of Instruction

DIAGRAM VIII

3. Materials elicited from the learners in a language experience approach representing ethnocentric, bicentric, or polycentric views depending on the students and the topics.

b) Delayed reading until the middle of the first grade with the following alternatives:

1. Reading in the standard dialect with heavy emphasis on oral second dialect development.

2. Reading in the second language with heavy emphasis on ESL.

13) Teaching non-standard dialects to standard speakers is not discredited by omission. Such a bidialectal or biloqual program is based on the belief that if a student lives in a bidialectal community the most efficient approach to changing negative attitudes about non-standard dialects is to teach non-standard dialects to standard speakers where the non-standard dialect is functional. Again the models presented provide enough examples for adaptations to non-standard E or X for standard speakers of E and X.

The preceding models graphically describe the alternative routes for articulating oral language development, pre-reading skills and introduction to print in bilingual programs. Briefly the alternatives are:

I. For speakers of Standard X:

A. ESL; Pre-reading in E; Delayed introduction to print in E.

B. Native language development; Pre-reading in X; introduction to print at beginning of Grade I or earlier in X.

II. For speakers of Non-standard X:

A. ESL; Pre-reading in E; Delayed introduction to print in E.

B. XSD; Pre-reading in X; Delayed introduction to

print in X.

C. Dialect development; Pre-reading in dialect; Introduction to print at beginning of Grade I or earlier in dialect.

Pre-reading skills for speakers of English are designed to prepare a child to meet the language which he speaks in print. Many of the activities designed to prepare a speaker of English to read English have little if anything to do with preparing a Spanish speaker to read Spanish. The grapheme/phoneme fit in Spanish precludes the necessity of many pre-reading activities for English. It is critical that when the decision is made to introduce reading in standard or non-standard dialects of non-English tongues that teachers be given in-service training specifically designed for the language or dialect to be taught.

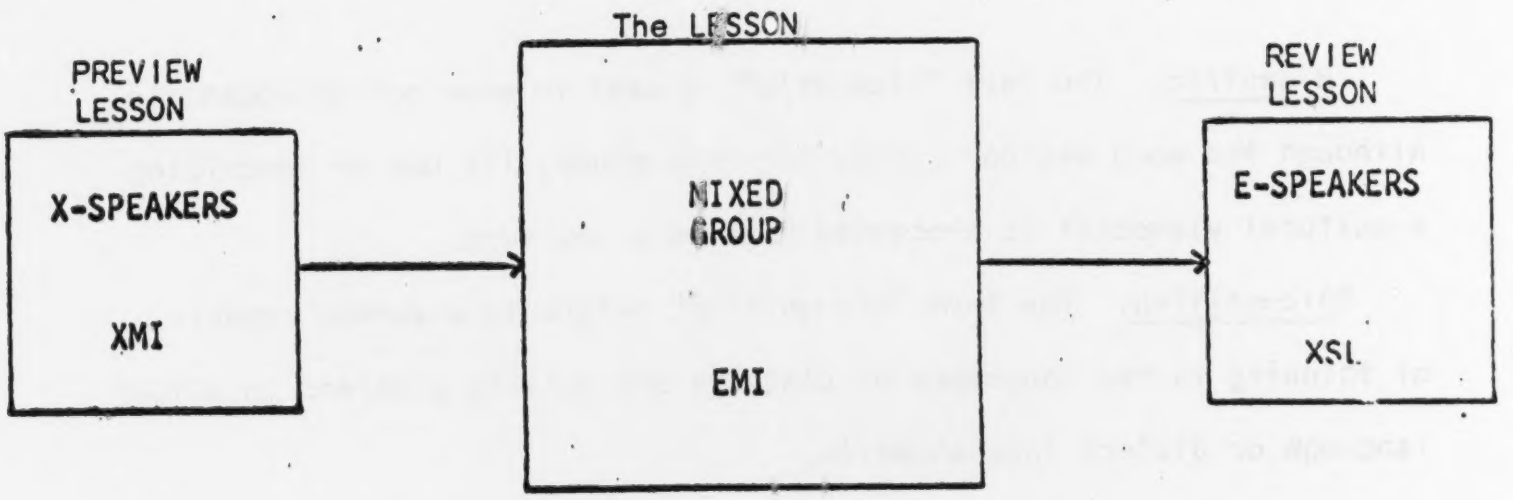
The preceding models show a relationship between the amount of time used for language development and the amount of time used for concept development. The model which follows clarifies the relationship between language and concept development. (Diagram IX)

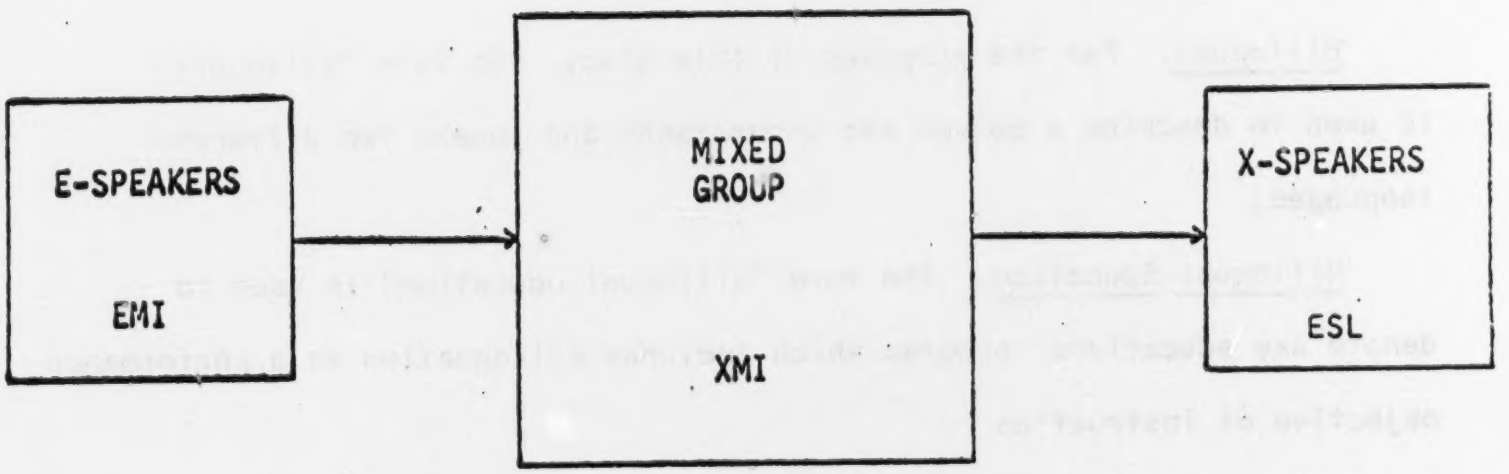
The Preview-Review Model is presented in graphic form as a method of grouping for instruction; the basic principle is to develop concepts in an introductory, brief preview lesson. The main lesson is pictured as a larger box to indicate a fuller development of the concepts presented in the preview lesson; the main lesson is presented to a mixed language group. The review lesson is taught in the second language; this implies a measure of linguistic control in the earliest stages of language development. The model is based on the assumption that the student learns

best in his native language; it allows for either the English speaker or the X-speaker to receive a preview lesson in his stronger language when the main lesson is in his weaker language. The model may be used for dialect speakers in bilingual programs.

PREVIEW-REVIEW

INSTRUCTIONAL MODEL FOR CONCEPT DEVELOPMENT





Preview: Concepts are introduced in student's mother tongue.

Review: At the earliest stage linguistic control is necessary when concepts are presented in the second language.

EMI: English as a Medium of Instruction.

XMI: Language X as a Medium of Instruction.

XSL: Language X as a Second Language

ESL: English as a Second Language

DIAGRAM IX

GLOSSARY

Bicentric. The term "bicentric" is used to mean not ethnocentric. Although the word was not coined for this study, its use in describing a cultural viewpoint is presented here as a new term.

*Bicognitive. The term "bicognitive" refers to a person capable of thinking in two languages or dialects and solving problems in either language or dialect independently.

Bicultural. The term "bicultural" refers to a person who values the heritage represented in two language groups without preference and behaves appropriately in either situation.

Bidialectal. The term "bidialectal" refers to a person who understands and speaks two dialects of the same language. Biloquial is an equivalent term found in the literature.

Bilingual. For the purposes of this study, the term "bilingual" is used to describe a person who understands and speaks two different languages.

Bilingual Education. The term "bilingual education" is used to denote any educational program which includes bilingualism as a performance objective of instruction

Biliterate. The term "biliterate" refers to a person who has the ability to read and write two languages.

*Heterocultural. The term "heterocultural" refers to a person who values the heritage represented in two dialect groups without preference and behaves appropriately in either situation.

*Heteroliterate. The term "heteroliterate" refers to a person who reads and writes two dialects of the same language and uses each appropriately.

Maintenance pattern. In this analysis, the term "maintenance pattern" (Mackey, 1969, p. 8) will be used to describe the time distribution, whether different or equal, of a bilingual school having the maintenance of both languages as an objective.

*Multicognitive. The term "multicognitive" refers to a person capable of thinking in several languages and/or dialects and solving problems in each independently.

Multicultural. The term "multicultural" refers to a person who values the heritage represented in several language and/or dialect groups and behaves appropriately in each situation.

Multilingual. The term "multilingual" refers to a person who understands and speaks several languages and/or dialects. Polyglot is an equivalent term found in the literature.

*Multiliterate. The term "multiliterate" refers to a person who reads and writes several languages and/or dialects and uses each appropriately.

*Polycentric. The term "polycentric" is used to describe a non-ethnocentric viewpoint representative of several cultures.

Transfer pattern. In this analysis, in order to describe an abrupt or gradual shift from one medium of instruction to another, the term "transfer pattern" will be used. (Mackey 1969, p. 8)

*These terms were coined by the author for the purposes of this study.

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